

ALL ABOUT DOGS



Name _____

County _____

Age _____

Club name _____

(As of January 1 of the current program year)

Advisor _____





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Summary of Learning Outcomes inside back cover



Congratulations! A 4-H member has asked you to serve as a project helper. You may be a parent, relative, project leader, friend, club advisor, or another individual important in the 4-H member's life. Your duties begin with helping the youth create and carry out a project plan, as outlined in the Member Project Guide. This is followed by helping the youth focus on each activity, providing support and feedback, and determining what was done well, what could have been done differently, and where to go next.

As a project helper, it is up to you to encourage, guide, and assist the 4-H member. How you choose to be involved helps to shape the 4-H member's life skills and knowledge of dogs.

Your Role as Project Helper

Your contributions are critical to delivery of the 4-H program, which is committed to providing experiences that strengthen a young person's sense of belonging, generosity, independence, and mastery. It is essential that your interactions support positive youth development within the framework of these Eight Key Elements:

1. A positive relationship with a caring adult
2. An inclusive environment
3. A safe emotional and physical environment
4. Opportunity for mastery
5. Engagement in learning
6. Opportunity to see oneself as an active participant in the future
7. Opportunity for self-determination
8. Opportunity to value and practice service to others

For more information on the Eight Key Elements, please refer to the Ohio 4-H Volunteer Handbook available online at ohio4h.org. On a practical level, your role as a project helper means you will . . .

- Guide the youth and provide support in setting goals and completing this project.
- Encourage the youth to apply knowledge from this project book.
- Serve as a resource person.
- Encourage the youth to go beyond the scope of this 4-H project book to learn more about dogs.

What You Can Do

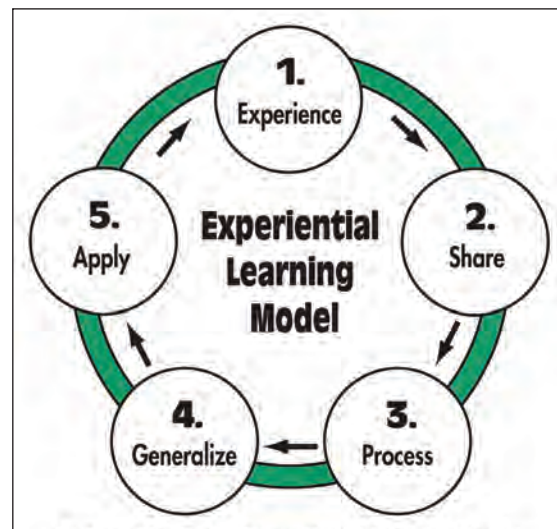
- Review the Learner Outcomes (project skill, life skill, educational standard, and success indicator) for each activity to understand the learning taking place. See

the inside back cover for a summary of the learning outcomes.

- Become familiar with each activity and the related background information. Stay ahead of the learner by trying out activities beforehand.
- Begin the project by helping the learner establish a plan for the project. This is accomplished by reviewing and the Member Project Guide.
- After each activity, conduct a debriefing session that allows the learner to answer the review questions and share results. This important step improves understanding from an experiential learning perspective.
- Help the learner celebrate what was done well and to see what could be done differently. Allow the learner to become better at assessing his or her own work.
- In the Member Project Guide, date and initial the activities that have been completed.

What You Should Know About Experiential Learning

The information and activities in this book are arranged in a unique, experiential fashion (see model). In this way, a youth is introduced to a particular practice, idea, or piece of information through an opening (1) **experience**. The results of the activity are recorded on the accompanying pages. The member then (2) **shares** what he or she did with the project helper and (3) **processes** the experience through a series of questions that allow him or her to (4) **generalize** and (5) **applies** the new knowledge and skill.



Pfeiffer, J.W., and J.E. Jones, *Reference Guide to Handbooks and Annuals*. © 1983 John Wiley & Sons, Inc. Reprinted with permission of John Wiley & Sons, Inc.





Member Project Guide

Thank you for taking the *All About Dogs* project! This beginning-level project is for members of any age who have not taken dog projects before and want to learn all about dogs. This project looks at how dogs think, what their basic behavior means, and how their five senses work. You will also learn how pre-historic dogs met early humans and the many roles dogs play in our lives today.

Owning a dog is not necessary to complete this project. If you and your family decide to get a dog, you can continue your learning with many other 4-H dog projects.

Check your county's project guidelines (if any) for completion requirements in addition to the ones below, especially if you plan to prepare an exhibit for the fair.



Safety First

Before you begin the activities in this book, visit akc.org/public-education/safety-video and watch "The Dog Listener Safety Video." Review it as needed as you complete this project book. In Activity 5, you can explore the activity guide on this website to help make sure you have learned the important information given in the video.

Safety Pledge

Read the statements below. After discussing this pledge with your project helper, sign and date it below.

- I have watched "The Dog Listener Safety Video."
- I pledge to learn to treat all dogs with care and respect, and to learn how to take myself out of any situation that could be dangerous.
- I understand that a dog may react in unpredictable ways to things that are new to him. Some situations that could catch a dog off guard include new surroundings, sounds, odors, objects, persons, dogs, or other animals, and sudden movements.
- I promise to always ask permission to pet a dog when he is on a leash and with his owner, and to never greet a loose dog without an owner.
- I will respect a dog's space and his instinct to protect what he considers his personal property.
- I will wait for a dog to finish eating, drinking, or sleeping before petting or playing with him.
- I agree to use the knowledge and skills gained through completing the All About Dogs project to make the best better.

Signature of
4-H Member: _____ Date: _____

Signature of
Project Helper: _____ Date: _____



Project Guidelines

Step 1: Complete **all eight** activities.

Step 2: Take part in **at least two** learning experiences.

Step 3: Become involved in **at least two** leadership/citizenship activities.

Step 4: Complete a project review.



Step 1: Activities

Complete **all eight** activities and the Talking It Over questions. The More Challenges activities are optional. As you finish activities, review your work with your project helper. Then ask your helper to initial and date your accomplishment.

Activity	Date Completed	Project Helper Initials
Project Area—Getting to Know Dogs		
1. Dogs Through History		
2. Do You Know Dogs?		
3. Dog Breeds		
Talking It Over		
Project Area—Thinking Like a Dog		
4. Red Light, Green Light		
5. Well-Trained You!		
Talking It Over		
Project Area—Dog Anatomy and Care		
6. Parts of a Dog		
7. General Care Guidelines		
8. Brushing, Bathing, and Bonding		
Talking It Over		





Step 2: Learning Experiences

Learning experiences are meant to complement project activities, providing you with a chance to investigate dogs more in-depth. What are some learning experiences you could do to show the interesting things you are discovering about dogs? Here are some ideas:

- Attend a clinic, workshop, demonstration or speech related to dogs.
- Go on a field trip to a shelter or visit a dog show.
- Help organize a club meeting based on one of the project activities.
- Prepare your own demonstration, illustrated talk, or project exhibit.
- Participate in county judging.

Once you have a few ideas, record them here. Complete **at least two** learning experiences. Then, describe what you did in more detail. Ask your case helper to date and initial in the appropriate spaces below.

Plan to Do	What I Did	Date Completed	Project Helper Initials
<i>Demonstration</i>	<i>Read the Safety Pledge on page 3 to club members and explain its importance.</i>	<i>5/5/YR</i>	<i>L.M.</i>





Step 3: Leadership and Citizenship Activities

Choose **at least two** leadership/citizenship activities from the list below (or create your own) and write them in the table below. Record your progress by asking your project helper to initial next to the date each one is completed. You may add to or change these activities at any time. Here are some examples of leadership/citizenship activities:

- Teach club members about dog safety.
- Organize an event in your area.
- Encourage someone to enroll in All About Dogs.
- Arrange for a veterinary to speak at your club.
- Help another member prepare for his or her project judging.
- Plan your own leadership/citizenship activity.

Leadership/Citizenship Activity	Date Completed	Project Helper Initials
<i>Organized a club field trip to a dog shelter.</i>	<i>6/12/YR</i>	<i>S.C.</i>

Step 4: Project Review

All finished? Congratulations! After you've completed the activities in this book you are ready for a project review. This process will help assess your personal growth and evaluate what you have learned.

Use the space on the next page to write a brief summary of your project experience. Be sure to include a statement about the skills you have learned and how they may be valuable to you in the future.





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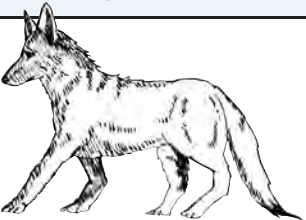
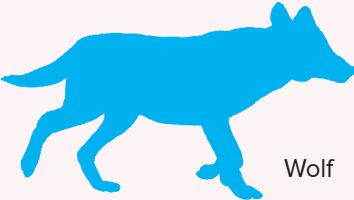
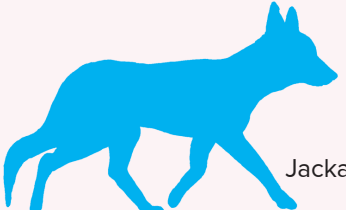
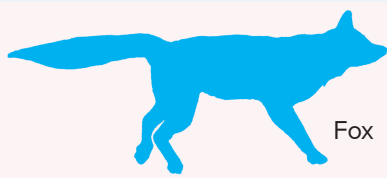

Now,
set up a project evaluation.
You can do this with your project helper, club leader, or another knowledgeable adult. It can be part of a club evaluation or it can be part of your county's project judging.



Dogs Through History

The story of dogs begins more than 50 million years ago with a small weasel-like animal—Miacis (MY-a-sis)—the very first ancestor (early relative) of dogs, wolves, foxes, and jackals. About a million years ago, during the early Pleistocene period, the first *Canis lupis*, or grey wolf, lived in Eurasia. It would still be thousands of years before the first dogs we know today, *Canis lupis familiaris*, would evolve.

Timeline of the Dog's Ancestors

100–50 million years ago	The Creodonts (CREE-oh-doe-nts) were a group of small, meat-eating animals.	
54–38 million years ago	Miacis were small animals with spreading paws.	
38-26 million years ago	The Hesperocyon (hess-PER-see-an) was a possible direct relative to a dog family developed in what is now North America.	
12 million years ago	Leptocyon (LEP-ta-see-an) is one of the earliest relatives of our modern dogs.	
2 million years ago	The different types of dog-like animals decreased from 42 types to 10—the same amount we have today. Examples from these groups are pictured below.	 Wolf
 Jackal  Fox  Hyena		

LEARNING OUTCOMES

Project skill: Comparing wolves to dogs

Life skill: Processing information

Educational standard: LS3.A. Inheritance of Traits: Other characteristics result from individuals' interactions with the environment, which can range from diet to learning. Many characteristics involve both inheritance and environment. (3-LS3-2)

Success indicator: Identifies similarities and differences between wolves and dogs

Fido Fact

The name "Fido" comes from the Latin word fidelis, meaning faithful.





More Recent Highlights

First signs of dog domestication—40,000-30,000 BC

Dogs cross Bering Strait into North America with Early Man—13,000 BC

Mummified puppy remains in what is now Russia—12,450 BC

Rock carvings of a Saluki in what is now Middle East—7,000 BC

Five types of dogs: Mastiffs, wolf-type dogs, sight hounds, pointing, and herding dog—4,500 BC

Pharaoh hound kept by Egyptian kings—4,000 BC

Westminster Kennel Club founded—1877 AD

American Kennel Club founded—1884 AD

First “Best in Show” award given to a Smooth Fox Terrier—1907

Laika becomes first dog to orbit Earth—1957

More than 400 dog breeds established—2016

What to Do

When scientists find a new fossil, they test the DNA and compare jaw length, number of teeth, and skull shape to known dog fossils. Small differences help them figure out if they have discovered a wolf or dog.

Listed in the chart below are some traits and abilities. Some are true only for dogs, some only for wolves, and some are true for both. Look at each trait and see if you can figure out which traits describe which animal(s). Check your responses with the Answer Key on page 52.



Trait or Ability	Who has it? Wolves, Dogs, or Both
<i>Example: Walk on toes</i>	<i>Example: Both</i>
Are mammals	
Have advanced sense of smell, sight, and hearing	
Shed coats once a year only	
Have blue eyes as adults	
Have curled tail	
Dig holes to hide food	
Make tracks that form a straight line	
Have jaw in a wide range of sizes	
Nurse their young	
Live with humans	
Have limited coat colors	
Have extra-large feet with webbing	
Are part of the canine family	



Background

Research now shows all dogs today can be traced back to four main wolf species—the North American wolf, the Chinese wolf, the Indian wolf, and the European wolf. The **domestication** process most likely started more than 35,000 years ago in several places around the world.

Similarities between dogs and wolves show a common history. Both are mammals that nurse their young. Both **carnivores**—meaning they eat meat. Both have an advanced sense of smell, sight, and hearing. And both walk on their toes—five claws on the front paws and four in the back, not including the fifth **dewclaw**.

The most popular explanation as to why wolves decided to live with our early ancestors is that life was easier around people. Long ago, wolves roamed in packs looking for their next meal, the same way people did. As people switched from a nomadic life—moving from place to place to find food and hunt migrating animals—into more settled villages, these wild wolves took advantage of food scraps from people. Large predators became less of a threat to the wolves because people hunted them.



are

Words in **bold** throughout this book are defined in the glossary.



More Challenges

Find an example of how dogs made a difference in a historic event and share it with your project helper.

Over time, wolves began to change to fit their new **environment**. Their heads and brains became smaller. Instead of using their brain to avoid danger and remember safe places to eat, it was used to understand voice and hand commands from people. Their **temperament** changed, too. Mean or aggressive wolves weren't allowed to stay around people. More **obedient** and friendly animals could join villages. Several generations later, the dogs we love today were already becoming a part of our lives.

